

DOMINANT FACTORS OF CURRICULUM INNOVATION: ENGLISH TEACHERS' BELIEFS

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ABSTRACT

The world with its technology will always change and develop. To fulfill the demands of the society which always changes, the curriculum should be organized to be appropriate with and fulfill what the learners and societies demand. However, some English teachers in Indonesia still do not get used to the curriculum changes. When feeling it convenient to have a system or methodology, then it will be really hard to have a change, even if they realize that it is a meaningful change and innovation. Thus, this study is aimed to investigate English teachers' beliefs towards dominant factors of curriculum innovation. Quantitative approach was adopted its design with the descriptive statistic for data interpretation. In general, the findings indicate that English teachers' beliefs towards factors of curriculum innovation are mostly positive. Therefore, the result of this study provides meaningful information to be considered by education stakeholders and curriculum developers in formulating curriculum innovation.

KEYWORDS: Curriculum Innovation, Dominant Factors & English Teachers' Beliefs

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INTRODUCTION

Innovation is the essential thing to do in almost all aspects of social and science. Human development especially education curriculum is one of the concerns of innovation. The world with its technology always and will always change and develop, so will the human needs. To fulfill the needs that always change, a curriculum should be organized to be appropriate with and fulfill what the learners and societies demand. Therefore, a change or an innovation will be always needed.

When feeling it convenient to have a system or methodology, then it will be really hard to have a change, even if we realize that it is a meaningful change. Teachers as the key players in education practice should give positive responses to the changes because a change is a must. It follows the global advancement. Some English teachers' in Indonesia seem not ready and not easy to get used to the curriculum change. However, curriculum change and innovation are crucial to being done. A new curriculum development or innovation is meant to overcome the failure of the teaching of English in Indonesia (Lengkanawati, 2005).

A new curriculum may be described as an endeavor to change teaching-learning practices which some of the beliefs transformation and understandings hitherto existent will also be included in the setting to be changed (Altrichter, 2005). The subjective realities of teachers must be considered when talking about innovation. Fullan (1982) cited in (Jones & Carr, 1992) proposes that unsuccessful innovations have been based on models that do not deem these realities, including the teachers' views about their subject-area and their views of learning. Furthermore, Fullan suggests

that in order the change to be successful, there should be the balance between rewards and costs which are acceptable to teachers. This study aimed to find out the current trends of dominant factors of curriculum innovation from the English teachers' point of view and to find out the respondents' responses about dominant factors of curriculum innovation.

Various factors embedded in the teaching process, it is the reason why curriculum innovation is a complex educational approach. How good the teachers apply the new approaches is a key factor on which the success of curriculum innovations depends. Curriculum innovation is the starting point of a process towards educational change (Măță, 2012). Teachers are the most influential factors in educational change and curriculum innovation because they are the practitioners who face learners directly. The idea is not controversial among people especially who concern with education. However, the teachers' essential role in reformation or innovation endeavors of the curriculum may be assessed from different perspectives. In the traditional view, the failure of teachers to implement the innovation corresponding to the developers' intentions is the lack of success factor of many innovation projects (Driel, et al., 1997). They further say that according to this view the curriculum developers are assumed to know how the curriculum has to be changed and how teachers have to adapt their teaching practice.

However, many experts criticize this approach, among them, are Tobin and Dawson (1992). They said that curriculum developers have often failed to consider the teachers, the students, and the culture in which the curriculum is embedded rather than blaming the teachers for the relative lack of success of many curriculum reform efforts. For example, if a change of curriculum includes teaching practices that are considered taboo within the religion or social culture, the teachers may not implement the practices thoroughly in the manner as intended by the developers (Van Driel 1993) cited in (Driel et al., 1997). Moreover, Carlgren and Lindblad (1991) emphasize that the context in terms of the teachers' social environment (students, colleagues, administrators, parents) is part of the very important things when teachers are considering to change their teaching practice.

The research questions were formulated as follow: 1) What are dominant factors of curriculum innovations from English teachers' point of view?, 2) What are the English teachers' beliefs regarding the dominant factors of curriculum innovation?. Research about innovation in education conducted by many researchers indicated that teachers' conceptions of the innovation influence the success of that innovation (Măță, 2012). Therefore, the study about the teachers' perceptions on dominant factors of curriculum innovation is an important part in initiating and implementing innovations at both educational policies and at educational practice because teachers are the key players in implementing the curriculum.

LITERATURE REVIEW

Definition

Different people may define the term the curriculum innovation differently. According to Sanjaya (2010) cited in (Prastyawan, 2011) curriculum innovation is an idea or certain actions of curriculum which supposed to be new to overcome education problems. In other words, innovation appears because there are problems. However, to make similar perception in this article the definition is adapted from Markee's (1997) definition cited from Madya (2006) curriculum innovation is a development process which is managed, its common products are teaching (and/or testing) materials, methodological skills, and pedagogical values which potential adopters perceive as new.

An innovation is usually characterized by some plans which are materialized that describe the intended practices, and the aspired ways of changing them and argues the theories which justify the rationale. It uses some materials, other resources (time, money) and specific social structures (e.g. steering groups, peer observation) to make people act in another

way. Its real test lies in being put into practice. Thus, innovation is a practice to change practices (Fullan and Stiegelbauer, 1991) cited in Altrichter (2005).

Education is really fundamental, so, many stakeholders involved in it. To reach a big purpose needs more people and efforts. The development of the world with its technology should be followed by the development of education. Teachers, parents, politicians, and corporations around the world have called for major school reforms by restructuring the curriculum and imposing stronger standards to meet the needs of an increasingly globalized world (Cheung, Wong, & Wong, 2012). Curriculum innovation should always be done to fulfill the needs which always change. There are nine curriculum dimensions are identified, they are: Platform, Objectives, Student Entry Behaviours, Assessment Tools, and Procedures, Instructional Material, Learner Experiences, Teaching Strategies, Content and Time (Leithwood, 2006).

According to Prastyawan (2006) innovation has six characteristics: (1) substitution, innovation in the kind of school, school furniture, evaluation system, etc, (2) alternation, change the teachers' duty, besides teaching teachers are also guiding, (3) addition, innovation which only gives addition does not make change in the system, (4) restructuring, restructure the elements of the system to make it appropriate with the needs, (5) elimination, a change by eliminating particular aspects or components in education or old ways, (6) reinforcement, to strengthen ability or ways that supposed to be weak.

Factors of Curriculum Innovation

Măță (2012) categorized factors of curriculum innovation into eight categories, they are cultural, economic, political, organizational, psychological, pedagogical, legal, and technological factors. She further explains the definition of each factor: The cultural (C) factors include religion, gender, ethnicities, professional associations, and other cultural groups. Two sets of cultural factors: the school, and the community manage and influence a curriculum innovation. Curriculum developers must be aware of the accepted beliefs and norms governing people's conduct in both the school and community and must guide the implementation process accordingly because the curriculum represents aspects of a group's culture that receive official recognition by the school. The political (PO) factors can dictate the acceptance or rejection of educational government policies. Thus, they are seen as important indicators in the implementation of innovative education. They decide and define the goals, content, learning experiences and evaluation strategies in education. They also hold an authority to determine curriculum materials, sometimes the hiring of personnel, funding and examination systems. The economic (E) and technological (T) factors both of them concern with the adaptation of education to the demands of the contemporary society, which always change, regarding the adaptation and training for successful integration on the labor market, respectively the progress in technology and industry.

Organizational (O) factors are subject to state regulations and guidelines and may or may not be in the principal's immediate control. They are related to the natural and built environment of the school. They should promote the kind of learning articulated in the school's philosophical orientation and vision when space and other resource allocation decisions are being made. The psychological (PS) and pedagogical (PE) are the most crucial factors for the curriculum developers and principals to bear in mind about curriculum implementation. This means that there must be a high level of trust between the principal, teachers, and the larger school community. Principals must always monitor and be up to date about their teachers' condition well, know the students well, and to a certain extent, the parents. They must understand the relevance and importance of the curriculum innovation. They should be able to predict how people who will experience the change may respond to the change. As a good and effective leader, a principal will give support to teachers as his member.

Principles should also be able to guide teachers who are still unable to implement a change. The legal (L) factors, they are the normative aspects which are involved in curriculum innovation implementation like the professional ethics code, the specific rules of educational institutions, etc are integrated.

The degree of consistency between the innovation paradigm and socio-cultural and political systems where the innovation intended to be done will determine the success of any innovation. If government apply centralized system, normally it will emphasize uniformity and tend to develop commanding bureaucrats. Which is not conducive to any contextual creativity. Curriculum innovation requires contextual creativity and responsiveness in order not to fail to achieve a true success. It happened with the English curriculum innovations in Indonesia prior to the reform order starting in 1999 (Madya, 2006). In Indonesia, English curriculum innovative endeavors are intended to improve the secondary school students' English communicative competence mastery. They seem not to have been influenced more by educational factors, but by other ones (Madya, 2006).

Curriculum Innovations in Indonesia

To give a more comprehensive understanding of the context of Indonesian curriculum, I think that it is important to provide Indonesian curriculum change and development. Since Indonesia declared its independence in 1945, Indonesia has changed the curriculum eight times using four different approaches as highlighted in the following table:

Table 1: (Adapted From Prastyawan, 2006)

Starting Year	Name of Curriculum	Approach
1945	Unknown	Grammar Translation
1968	Oral Approach	Audio-Lingual
1975	Oral Approach	Audio-Lingual
1984	Communicative Approach	Communicative
1994	Meaning-Based Curriculum	Communicative
2004	Competency-Based Curriculum	Communicative
2006	School-Level Curriculum	Communicative
2013	Curriculum of 2013	Scientific Approach

English Curriculum in 1975

The 1975 English curriculum is the further development of the 1968 curriculum. It is obviously structurally oriented. This can be seen from the view of language and language learning described in the curriculum and from the curriculum content (Departemen Pendidikan dan Kebudayaan, 1979, cited in Madya (2006).

View of Language and Language Learning

(1) Language is a system of sounds and forms that have meanings. They have their own systems, (2) There are words symbolizing meaning in a language. The symbols are recognized and used for communication by members of a community, (3) Words used in language reflect activities. People listen and react to the words said to them by other people, (4) Communication takes place not only through verbal interaction but also through other means such as writing. Writing is used as a means of recording language which cannot be conveyed in verbal communication, (5) Language has cultural meanings because it functions as a tool to express someone's feelings, experiences, and opinions about the world in which they live, (6) Language is a learned behavior. A child has the ability to produce sounds through listening to what his/her parent say and repeating, the sounds are formed and then have meanings, (7) Learning foreign language is not similar to that of the mother tongue. In learning mother tongue, a child can internalize the language in its wholeness and the whole

day. That is an advantageous and supporting situation and environment. On the other hand, learning English in the classroom only listens to the language in the limited time and context.

Principles of Language Teaching and Learning

The teachers are advised to apply the principles below in teaching English (Departemen Pendidikan dan Kebudayaan, 1975, cited in Madya, 2006) : (1) The teaching of English starts with the introduction of the English sound system, both in isolation and in a series of sounds. The teaching of sounds in isolation is intended to make the individual sounds clear. The sounds do not have meanings until they are arranged to form words, which are then arranged to form expressions and sentences, (2) Students need to learn the English grammatical system. The mastery of the English basic structure enables students to understand, give responses, and express themselves in a situation when communicating with other people, (3) Learning English also means learning the culture, gestures, and oral statements of the native speaker which expand the meanings of words and sentences, (4) English has an extensive vocabulary which has to be taught to students. The vocabulary can be classified into content words (e.g., book, come, handsome) and function words (e.g., may, with, will, for). Function words must be taught in a logical order. 'Content words' can be taught in small groups on things found in the surroundings. Increasing more vocabularies can be done after students have mastered the sound systems and the basic structure (pp. 77-78, cited in Madya, 2006).

The 1984 English Curriculum

The change from 1975 to 1984 curriculum is the shift of the focus from language usage to language use. In 1984 English curriculum, English teaching-learning aimed to be communicative. It can be seen from the introductory statement. The statements are concerned with (Departemen Pendidikan dan Kebudayaan, 1987) cited in (Madya, 2006): (1) the nature of language as a means of communication; (2) the wrong assumption that learners' English linguistic knowledge will automatically enable them to communicate in English; (3) the essence of meanings and functions; (4) the nature of language use variations, which should be considered in designing learning activities; and (5) the essence of English linguistic knowledge in supporting the acquisition of language skills.

There are three types of language activity mentioned in this curriculum: reading, dialogues, and writing. The purpose of reading is to develop the students' ability to comprehend various texts and to increase their vocabulary and structural experiences. The materials of reading should be about things that have already known by the students so that they can focus on the linguistic rules used to express the meanings. To teach skills to use English orally to express various communicative functions, dialogues are used. Writing lesson is intended to develop the students' skills in constructing correct sentences and arranging them into a good paragraph and various simple texts. However, despite the syllabus is claimed to be communicative, the structural orientation is still very strong (Madya, 2006).

The PKG Project as the Innovative Strategy to Implement the Curriculum

PKG is part of national projects intended to improve innovatively Mathematics, Sciences, Indonesian, and English, and teachers' professional competencies related to the implementation of the 1984 curriculum. In-service teacher training design became the concern of the innovation. The design ensured the integration of theory and practice. It thoroughly different from the traditional type of in-service training, this is what makes it innovative, where the participants accepted conceptual and procedural knowledge and then practice it in the so-called peer teaching. The participants then asked to practice the knowledge in their own classroom with the guidance, supervision, and feedback from instructors and

supervisors (Madya, 2006). This project was successful, so it led to the construction of the new curriculum, which was claimed to be communicative and was of the variable focus type.

The 1994 Curriculum

The 1994 English curriculum implemented the meaning-based approach in which the mastery of communicative skills is the goal to be achieved. There are six points considered to be essential in the curriculum development (Departemen Pendidikan dan Kebudayaan, 1993a, 1993b) cited in (Madya, 2006); 1) developing themes into instructional topics are deemed as a more suitable basis to arrange teaching materials in a lesson plan than linguistic elements; 2) linguistic elements of English such as grammar, vocabulary, spelling, and pronunciation are to be presented in linguistic and situational contexts so that their meanings are clear and the situational context includes both the students' culture and the target culture; 3) the linguistic elements learning is intended to support the four English language skills mastery and development rather than to master the elements themselves; 4) the linguistic elements which are estimated to be difficult for students can be taught systematically under the related theme in the teaching-learning process; 5) the four language skills are basically can not be separated in the teaching and learning process, so, they are developed in integration with one another, despite the emphasis is on the reading skill; 6) the teacher should involve the students in all important learning activities like activities which help; to develop the students' potentials in technology, science, and arts; students to grow and develop into true Indonesian citizens with strong character; and to develop social communication skills.

Establishing More Contextual Teaching of English through CTL (Communicative Teaching Learning)

Knowledge view as a body of facts to be memorized has dominated the education practice in Indonesia (Madya, 2006). It can be seen from the teaching-learning process in the classroom where teachers act as the only knower in the classroom so that lecturing was the main strategy to be applied to transfer their knowledge to their students who are supposed to be pure recipients in the classroom. It impacted to the result of the learning, in which students became passive. They cannot develop their potential fully because lack of opportunity to explore. Education approach which empowers the students needs to be developed. The empowerment will lead the students to be autonomous learners (Madya, 2006). Therefore, CTL seems to be the appropriate approach to be used to reach the purpose (*Departemen Pendidikan Nasional*, 2002) cited in Madya (2006), since its principles are considered appropriate for improving the quality and relevance of education.

The 2006 Curriculum

The previous curriculums system are centralized, in which the policy in education is dominated fully by government. It happened in new order era. When the political situation was changed and the reform era came, the autonomy and decentralization policy was established including in education. Therefore, the new curriculum was then established. Innovation in its decentralized management in the framework of national unity is the character of the 2006 curriculum (Madya, 2006). Education law no 20 (2003) about national education system mandated that the curriculum is developed; a) based on national education standards for the pursuit of national education goals; b) according to the principles of diversity, adjusted to the units of education, potentials of the local and learners; c) refer to the framework of the curriculum and structure for basic and secondary education that are determined by the Government. These mandates are done on two levels, first, the policy level which concerns with the principles of national unity. Second, the operational level with the principles of regional autonomy and school-based management. This is related to the national jargon

'Diversity in Unity' (Madya, 2006).

Curriculum 2013

The current curriculum in Indonesia is curriculum 2013. It used to be obligated to be implemented by all schools in Indonesia at the first year of establishment. However, the obligation was canceled and only obligated to some schools as the pilot project. This curriculum is being fixed by the curriculum developers and might be implemented in all schools again. Moral degradation is one of the issues that reveals the idea to include character building in a curriculum. Curriculum 2006 (school-level curriculum) was then changed to curriculum 2013, in which social and spiritual become parts of the core competence to be mastered by students. Furthermore, scientific approach is the main feature in applying strategies and methodologies for teaching-learning process.

Review of Related Research

The study and investigation regarding curriculum innovation and implementation have been done by researchers. A research conducted by Măță (2012) about key factors of curriculum innovation in language teacher education discuss different curriculum approaches for language teacher education and limiting and facilitating innovation factors to decide the perceptions of Language teachers of the curriculum innovations factors categories. The results indicate the key factors of curriculum innovations in the perception of Language teachers: economic, pedagogical and technological factors. At the level of external factors, the most important in the perception of Language teachers are the economic, technological and political, meanwhile at the internal factors level, the most appreciated are the pedagogical, economic and organizational factors.

Cheung, et al (2012) studied about factors affecting the implementation of curriculum reform in Hong Kong. The study aimed to investigate key hindering and facilitating factors in schools during the first part of the curriculum reform (2001-2006) in Hong Kong and to identify key strategies to address these challenges. This study involved 150 primary and 120 secondary schools with 7,869 key stakeholders including principals, curriculum leaders, teachers, and students participated in the study. The data was collected from questionnaire and interviews. The findings indicate that even though each stakeholder play different roles in the curriculum reform the perceptions of school principals, curriculum leaders, and teachers were very similar with regards to the factors that facilitated and hindered their successful implementation of the reform. The findings also clearly showed that the recent curriculum reform was still facing several key obstacles and challenges that were common in many other countries, in the implementation part, such as learning diversity in class, teachers' heavy workloads, and teachers' inadequate understanding of the reform.

Wang & Cheng (2005) did an investigation about the Impact of Curriculum Innovation on the Cultures of Teaching. The study investigated the impact that English language curriculum innovation has brought about to the then prevalent cultures of teaching. Based on their experience and observations, teachers have very crucial roles in implementing a given innovation. Orafi (2008) investigates the relationship between curriculum innovation and teachers' actual classroom practices in ELT. He examined the implementation of the English language curriculum done by five teachers in Libyan secondary schools, then compared the implementation to what this curriculum innovation which is recommended. The result shows teachers' conception of the process of English language teaching-learning that were strongly shaped by their teaching experiences. Teachers' perception of their students also influences to how they interpret and implement the curriculum. While the curriculum expects learner-centered teaching, teachers thought that their students

lack the linguistic abilities to reach the demands of this curriculum. Thus, teachers then often omit classroom activities which they felt were beyond the students' linguistic abilities. In addition, teachers in this study expressed uncertainty about their understanding of the principles of the curriculum, and their abilities to meet curriculum demands. They considered this curriculum to be beyond teachers' abilities and understanding. These conceptions imply that the curriculum is incompatible with both the teachers' abilities and those of the students.

Asia (2014) conducted a study that aimed to determine the English teacher's perceptions about 2013 curriculum implementation at *SMP N 5 Yogyakarta* that focus on the strengths, weaknesses, and problem faced by the teachers. The strength of the implementation of the 2013 curriculum helps the teachers to develop and convey the learning material well. Furthermore, the weaknesses of the 2013 curriculum implementation make teachers become active and creative to convey and develop the learning material that appropriates with the student need and condition in learning. In other words, the strength and the weaknesses could be beneficial for teachers.

Curriculum innovation can be implemented by involving all stakeholders of education. there should be a good and harmonized work among all elements such as curriculum developers, school principals, teachers, and learners. However, teachers are the key players in the success of the implementation, because of they who do and implement the curriculum in the classroom. Therefore, teachers beliefs towards curriculum innovation is crucial, because the way how teachers perceive curriculum innovation will influence their acts in teaching-learning. Teachers who perceive that pedagogical as the key factor of curriculum innovations may have big attention and enthusiasm to the teaching strategy which is suggested in the curriculum. A teacher who perceive technological as the key factor may really care about technology integration in teaching-learning, etc. However, several obstacles and challenges might be faced in implementing curriculum innovation like what Cheung, et al (2012) found in their study that the implementation part, such as learning diversity in class, teachers' heavy workloads, and teachers' inadequate understanding of the reform become key obstacles and challenges.

METHODOLOGY

Research Design

Qualitative research with descriptive qualitative approach for data interpretation was used in the present study. The study aimed to find out the current trends of dominant factors of curriculum innovation from the English teachers' point of view and to find out the respondents' responses about dominant factors of curriculum innovation.

Research Subjects

The subject of the research was 24 English teachers. They were voluntarily recruited to this study on the basis of their enthusiasm to take part. To address the research questions, data were collected through questionnaire.

Data Collection and Analysis

The questionnaire was used to identify the English teachers' beliefs towards the dominant factors of curriculum innovations. The instrument was adopted from a questionnaire developed by Măță (2012). The instrument contains 16 items, two for each of the eight categories of factors. Each evaluative item in the instrument is based on a five-point Likert scale to obtain the respondents' degree of agreement or disagreement. This scale is one of the most frequently used in language and educational research. The response scale was; 5 = strongly agree, 4 = agree, 3 = neutral, 2 = disagree, and 1 = strongly disagree. The questionnaire was arranged in a google form, then the link was sent to the potential respondents through Whatsapp application by a group and personal message. A trial was done by sending the link to the google form to

some respondents prior to being launched to ensure that the google form can be filled and work well. The English teachers were asked to complete the questionnaire in April 2017. The data from the questionnaire was analyzed statistically. All questions were calculated using descriptive statistic.

FINDINGS AND DISCUSSIONS

This research is aimed to address two research questions: 1) What are dominant factors of curriculum innovations from English teachers' point of view?, 2) What are the English teachers' beliefs regarding the dominant factors of curriculum innovation?. Finding 1 shows the teachers' demography, finding 2 shows the dominant factors of curriculum innovations from English teachers' point of view, and finding 3 shows English teachers' beliefs regarding the dominant factors of curriculum innovation.

Findings

Dominant Factors of Curriculum Innovations from English Teachers' Point of View

This study shows the results of the English teachers' beliefs regarding the dominant factors of curriculum innovations. Respondents show positive responses to twelve of sixteen factors asked in the questionnaire. The analysis of means indicates the following hierarchy of categories of curriculum innovations factors in the English teachers beliefs (Table 2):

- From the perspective of *external factors*: the access to resources (4,42); the professional ethics (4,29); the teaching methods (4,17); the access to audio-visual resources (4,17); the communication with others (4,00).
- At the level of *internal factors*: professional development (4,54); teaching experience (4,54); accepting the integration of innovation in Language teaching (4,50); getting involved in activities for obtaining resources (4,38); learning more about computer-assisted teaching (4,25); teaching philosophy (4,13); participating at decision making process of teaching (4,08).

Table 2

Sl. NO	Items	Factors	Mean
A. The External Factors of Curriculum Implementation:			
1	The structure and size of scholar group influence my teaching.	C	3,96
2	The access to resources influences my teaching.	E	4,42
3	The changes in education law influence my teaching.	PO	3,58
4	My workload influences my teaching.	O	3,96
5	The communication with others influences my teaching.	PS	4,00
6	The teaching methods influence my classroom instruction.	PE	4,17
7	The professional ethics influences my teaching.	L	4,29
8	The access to audio-visual resources influences my teaching.	T	4,17
B. The internal factors of curriculum implementation:			
1	My teaching philosophy influences my classroom instruction.	C	4,13
2	I would like to get involved in activities for obtaining resources.	E	4,38
3	I would like to participate in decisionmaking process of teaching.	PO	4,08
4	I would like to improve my teaching through professional development.	O	4,54
5	I accept the integration of innovation in Language teaching.	PS	4,50
6	My teaching experience helps me in my classroom instruction.	PE	4,54
7	The respect of professional ethics code influences my classroom instruction.	L	3,71
8	I would like to learn more about computer-assisted teaching.	T	4,25

English Teachers' Beliefs Regarding the Dominant Factors of Curriculum Innovation

The economic factor is most appreciated in teachers' perceptions regarding the implementation of curriculum innovations at the external level, as can be seen from the data analysis. While in internal level, organizational and pedagogical are the most appreciated ones. Access to resources support has been considered as a crucial aspect in determining successful implementation of an innovation or change in the context of English language teaching at the external level. It tells us that English teachers have an awareness that the resources can be attained by others than textbooks. So, textbooks are not the only resource for teaching. That is why English teachers think that the access to resources is very essential. Moreover, professional ethics, teaching methods, access to audio-visual resources, communication with others are also responded positively.

At the internal level, professional development deemed as the most essential aspect. English teachers have an intention to always learn and are aware of the importance of developing professionalism which is very good. It is really reasonable, because teachers cannot be stuck on the knowledge and skills that have been mastered without any efforts to develop their professional. Technology is always developing, in line with that, education should be always able to fulfill the needs which always change based on the globalization and technology. So, teachers need to be always up to date and knowledgeable. Furthermore, teaching experience is appreciated similarly with professional development. The more experiences have, the easier the teacher to determine methods and strategies in teaching students with their diversity in learning styles, background, and proficiency level. Teaching experience is also a meaningful thing to assist teachers in preparing and presenting the materials which need to be taught.

Besides professional development and teaching experience as the most appreciated factors, accepting the integration of innovation in Language teaching, getting involved in activities for obtaining resources, learning more about computer-assisted teaching, teaching philosophy, participating at decision-making process of teaching also get positive responses from the respondents. The study of the teachers' conceptions on factors of curriculum innovations is an important part of initiating and implementing changes at both educational policies and in educational practice.

DISCUSSIONS

Twelve factors from seven categories of factors get positive responses from this study, it shows quite a different result with a research conducted by Măță (2012) about key factors of curriculum innovation in language teacher education. The results indicate that there are three categories as the key factors of that they are economic, pedagogical and technological factors. However, at the external level, the result of both studies are similar, they indicate that economic is the most appreciated factors.

Teachers agree with the general principles of curriculum innovation. This is really positive because teachers are the role player in curriculum implementation along with a study done by Cheung, et al (2012) even though each stakeholder play different roles in the curriculum reform the perceptions of school principals, curriculum leaders, and teachers were very similar with regards to the factors that facilitated and hindered their successful implementation of the reform. Cultural factors get positive responses from the respondents. An investigation conducted by Wang & Cheng (2005) explains the Impact of Curriculum Innovation on the Cultures of Teaching. Based on their experience and observations, teachers have very crucial roles in implementing a given innovation.

CONCLUSIONS AND RECOMMENDATIONS

This study intended to answer two research questions: 1) What are dominant factors of curriculum innovations from English teachers' point of view?, 2) What are the English teachers' beliefs regarding the dominant factors of curriculum innovation?. Respondents shows positive responses to twelve of sixteen factors asked in the questionnaire, they are From perspective of *external factors*: The access to resources (Economic); The professional ethics (Legal); The teaching methods (Pedagogical); The access to audio-visual resources (Technological); The communication with others (Psychological). At the level of *internal factors*: professional development (Legal); teaching experience (Pedagogical); accepting the integration of innovation in Language teaching (Psychological); getting involved in activities for obtaining resources (Economic); learning more about computer-assisted teaching (Technological); teaching philosophy (Cultural); participating at decision making process of teaching (Political).

The economic factor is most appreciated in teachers' perceptions regarding the implementation of curriculum innovations at the external level. While in internal level, organizational and pedagogical are the most appreciated ones. Access to resources support has been considered as a crucial aspect in determining successful implementation of an innovation or change in the context of English language teaching at the external level. At the internal level, professional development deemed as the most crucial aspect. English teachers have an intention to always learn and are aware of the importance of developing professionalism which is very good. It is really reasonable because teachers cannot stick to the knowledge and skills that have been mastered without any efforts to develop their professional. In general, the findings described above indicated that English teachers' beliefs towards factors of curriculum innovation are mostly positive. Therefore, the result of this study provides meaningful information to be considered by curriculum developers in formulating curriculum innovation.

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